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instants après, deux femmes, dont l'une porte une lanterne sourde, entrent dans la chambre. La plus jeune femme prend la lanterne des mains de sa compagne, s'avance timidement jusqu'à près du lit du petit André. Là, elle s'arrête; il lui semble que le garçon ouvre les yeux. Elle s'approche de la table, plonge la main dans la poche de sa robe. Elle la retire fermée, avec l'intention évidente de mettre sur la table ce qu'elle tenait. Mais en ce moment la lumière de la lanterne frappe en plein sur les souliers placés par André sous le manteau de cheminée. Elle s'approche vivement, se baisse et sa main passe plusieurs fois au-dessus des petits souliers; enfin elle se redresse et court rejoindre sa compagne qui l'attend à la porte.)

#### SCÈNE IV. NOËL — DE BONNE-HEURE.

(André et la petite sœur s'avancent vers la cheminée. Ils s'emparent des souliers y enfoncent la main. Des cris de joie retentissent dans la chambre.)

*André.* Maman, papa, des bonbons, des bonbons!

*La mère.* Mes enfants, des bonbons! (Se tournant vers son mari.) Mais, mais ces bonbons d'où viennent-ils?

(La petite sœur place un soulier sous les yeux de sa mère.)

*La petite sœur.* Regarde, maman, ça brille, c'est joli.

*La mère.* Ah Jacques! de l'or, regarde!

*André.* Dans ce soulier aussi, maman.

(Le père prend les souliers. Dans chacun d'eux il y a une pièce de vingt francs.)

*La mère.* Quarante francs. Nous sommes sauvés!

(Elle court embrasser son mari, son fils, sa petite fille. Enfin elle devient plus calme, donne les bonbons aux enfants, qui se mettent à les croquer.)

*André.* Le bon Noël est bien gentil; je lui avais demandé de l'argent, et il m'a apporté des bonbons. Je l'ai bien vu entrer. Je me suis réveillé la nuit. J'ai vu le bon Noël là, tout près de moi, il m'a regardé et j'ai vite fermé les yeux.

*La mère.* Était-il vieux?

*André.* Non.

*La mère.* Tu n'as pas reconnu sa figure?

*André.* Si, il avait la figure de mademoiselle Gorjut.

*La mère* (tout bas). Ah! Dieu dans sa bonté a placé à côté de l'homme égoïste et sans cœur l'ange de la charité.

#### FOURTH GRADE.

GERTRUDE VAN HOESEN.

#### REVIEW FOR OCTOBER.

DURING October weekly field excursions and industrial work formed the basis of study.

##### I. THE EXCURSIONS.

The first excursion was made to the lakeshore north of Chicago, which is a type of wearing coasts. There the children saw a high lake bluff, cut

into ravines, and also how man is overcoming the wave action by means of piers. They made collections of the soil, plants, and animals.

The second excursion was to a swamp, from which also were brought collections of soil, plants, and animals. (a) The plant life was represented by swamp grass, cat-tails, duck-weed. (b) Of animal life, frogs, toads, snakes, crayfish, mosquito larvæ, ants, fish, and snails were found. A musk-rat's house was discovered, but the musk-rat itself was not seen.

During the days following the swamp was reproduced on a large sand table, and a special study made of the animals, with a view to caring for them. Each child selected one particular animal, and then went to the library for pictures and reading matter about it. The points which they looked up were: (a) the animal's home, (b) how made, (c) the animal's food, (d) how obtained.

The third excursion was to a large farm. Before starting, the children received the following directions from Mr. Ira B. Meyers, chairman of the committee on field excursions. They went equipped with notebooks and pencils.

#### DIRECTIONS FOR TRIP TO FARM.

*Observations en route.*—A vast prairie, with occasional wooded (oak) ridges. Corn fields, with corn standing out and shocked. Frequent haystacks, with upright and crossbar, used in placing hay on top of stack. Frequent truck patches; try to identify celery, cabbage, kohlrabi, and note method of planting as basis for our spring garden work.

*At farm.*—(The different parts of the farm need not be visited in the order here mentioned.) Visit (1) chop-house, where the corn is shelled, and make chop from various grains for the cattle and horses. Secure for each grade a sample of the various grains. (2) The tool-house, and see corn-cutter, grain-binder, corn-planter, hay-loader, etc. (3) The pig-pen; observe the adult and little pigs, the way they are housed, fed, and cared for. On the barnyard grounds will be seen old and young turkeys, chickens. The arrangement of the barnyard as a stock-run, shelter, etc. (4) The barn; arrangement of stalls for the care of the horses; the young colts; food stored in the barn.

Walk west along the lane back of the barn and note the land farmed, pasture land, and cattle in pasture.

Activities that may be taking place if weather is favorable: husking or shucking corn, shredding corn, baling hay, plowing.

On their return the children laid out the farm on the sand table and erected the buildings. The financial and industrial side of farm life is a part of the November work, and will be reviewed in the January issue.

#### II. INDUSTRIES.

The industries necessary to the organization of the room into a working community:

1. *Home economics.*—As it is necessary to serve the luncheon in our own rooms, two plate-racks and knife-, fork-, and spoon-boxes are necessary. This need determined what the manual training for October should be. With help, the children planned these articles, and made working drawings, which they are now executing. The size of the boxes was determined by the length and number of articles needed to be kept in each. They are to be  $11 \times 7 \times 4 \frac{1}{2}$  inches, with a middle partition. The dimensions of the plate-racks were determined by their places in the room and the number of plates needed. They are to be 5 feet 4 inches long and  $3 \frac{1}{2}$  inches wide, and supported by two brackets.

The children in the room were divided into committees, one committee for each article needed. The chairmen are responsible for putting the pieces together when finished. For example: the knife-box consists of six pieces—the bottom, two sides, two ends, and the partition. There are three children on this committee. The chairman is making the bottom and the partition, the second member makes the ends, and the third the sides.

There are only two children on the plate-rack committees. The chairman is making the shelf and back piece, and the other child is making the brackets. When completed, hooks, on which to hang the cups, will be placed on the under side of the racks.

During the last week in October the children decided upon the way in which the luncheon could be best served, and accordingly divided the room into committees for doing it in the best way and the shortest time. The work naturally divided itself into (1) preparation for lunch, (2) cleaning up after luncheon, (3) washing and putting away dishes after school. It was decided that all of the children were needed in each of the first two divisions, and only half in the last.

The whole room was divided as follows:

(1) To prepare luncheon: Committees to (a) arrange chairs and tables; (b) set the table; (c) cook; (d) serve. (2) To clean up after luncheon: Committees to (a) collect dishes and carry them to the home economics room; (b) brush tables; (c) put away tables and chairs; (d) sweep; (e) dust. (3) To wash and put away dishes: Committees to (a) wash dishes; (b) wipe them; (c) put them away.

The serving of luncheon did not begin until November 1, so that no report can yet be made on it.

2. *Cooking.*—In preparation for social occasions and for the Thanksgiving and Christmas festivals, the children made grape jelly. The recipe below was written by one of the children. Jelly was made both from the whole grape and from the pulp alone.

#### RECIPE FOR GRAPE JELLY.

Fill  $\frac{1}{2}$  pint measure with grape pulp; put the skins into a bowl; then put the pulp into a stew-pan; press the juice out with a wooden spoon; boil

for 15 minutes; stir a little to keep from burning. (While waiting wash your dishes.) Put a cloth over the bowl. After cooking pour the grapes on the cloth. Tie the edges together so as to form a bag. Hang the bag over the bowl until the next day. Measure the juice and put it in the stew-pan; measure an equal amount of sugar; put it into the juice; boil it until the drops thicken a little; watch carefully; pour into hot glasses.

3. *Baskets*.—The children need work-baskets for their sewing, and they have begun the simplest kind, weaving them of reeds.

4. *Clay-modeling*.—Each child chose to model in clay, in low relief, a story which he had known and liked for some time. Among the stories chosen were: "Cinderella," "Red Riding Hood," "William Tell," "The Sea-Mouse," "The Crow and the Pitcher," "The Fox and the Stork," "The Three Bears," "The Three Little Pigs," "Jack and the Beanstalk." In every case it was necessary to reread the story before the illustrating could be decided upon. Drawings were made before the modeling began. When finished, the models will be cast in plaster and serve as a decoration for one side of the class-room. A photograph of them will be printed in the COURSE OF STUDY.

5. *Literature*.—The study of types of heroism formed the literature for October. In every case the discussion turned upon the character of the deed, its motive and value. Many characters were discussed, among them Peter, the boy at the Dyke, Ulysses, Horatius, Arnold, Winkelried, Leonidas, Achilles. Their first opinions the children formed in all instances from their own reading of the stories.

*French*.—The French taught in October has been summed up by one of the pupils in a paper that is here printed:

"Miss Van Hoesen told us to bring fruits to eat at recess. One day Mademoiselle came into our room and asked us the names of them. That made us think of them. Then, too, we were going to use fruits in cooking. We thought we would make a French game to play on rainy days. Each child chose one kind of fruit and selected four different ways of preparing it, and that made a suit. The North Side school wanted a set, and so we sent them over one, only we painted their set. We thought it would be nicer to have a design that we would all use, so we put an American flag on one corner and a French flag on the other."

This is on one card (not the translation):

Les fraises, strawberries.

Gelée de fraises, strawberry jelly.

Gâteaux aux fraises, strawberry shortcake.

Crème aux fraises, strawberry and cream.

#### OUTLINE FOR DECEMBER.

The Christmas work will furnish the leading thought for the month. The children will make presents, (1) in wood, (2) in

clay, (3) in basketry, (4) in copper. The designs and plans will be original, so far as possible, and cannot yet be given.

History: Copper will be used by the children for the first time in the construction of trays, picture frames, etc. On these articles they will hammer simple designs. Before using the material they will examine the collections of metal work in the Field Columbian Museum, the Art Institute, and elsewhere, in order to form some idea of the character of designs in this new material. They will draw their designs and model them either in clay or wax to see how they will appear when raised on copper. Then each will execute his design in copper.

In connection with this work, stories will be told of the discovery of copper and the use of copper to early peoples. Copper compared with other metals.

Geography: The location of our large mines. How and in what form the metals are discovered; the different ways of mining; the life of a miner.

It is impossible for the children to understand mining without a knowledge of the cutting power of rivers.

Science: (1) Examination of the different ores—copper, lead, silver, iron, and gold, (2) Experiment to get the metal out of the ore. Visit to foundries and smelters. (3) Examination and identification of the rocks in which the ores are found. (4) Examination of crystals under a microscope; study of crystallization.

History: The story of La Salle and Fort Dearborn will be completed. The fort will be built on a large sand table in order to image better the country at that time.

Science: Study of the landscape continued. Continuation of the study of the relation of temperature, wind, and moisture to the changing landscape.

Literature: Stories of Christmas in other lands. Continuation of *The Story of Siegfried*.

Dramatic reading: Dramatization of scenes from *The Story of Siegfried*

Reading of "The Ruggles Christmas Dinner," in *The Birds' Christmas Carol*, by Kate Douglas Wiggins.

Home economics: Making of candies for Christmas.

Music: Christmas songs. (See fifth grade.)

French: The French is directly correlated with all the other work of the grade. (See third grade.)

## FIFTH GRADE.

HARRIET T. B. ATWOOD.

### REVIEW FOR OCTOBER.

*History, industrial art, manual training.*—During October the children were engaged in making hand-looms in the shop, designing a table